

CHILD & YOUTH CARE forum

Volume 24, Number 1, February 1995

SPECIAL ISSUE

Wellsprings of Our Craft:

Selections from the Classical Literature on Children and Youth

Guest Editors: Jerome A. Stein and Byron J. Schneider

INTRODUCTION

- Literary Wellsprings of Our Craft** 3
Jerome A. Stein and Byron J. Schneider

ARTICLES

- A Modest Proposal for Preventing the Children of Poor People from Being a Burthen to Their Parents or Country, and for Making Them Beneficial to the Public** 5
Jonathan Swift, 1720
In one of the most pointed and biting satires ever written, Swift reflects on how young people were "eaten up" by the society in which he lived. Are things so different today?
- Happiness in Childhood** 13
Jean Jacques Rousseau, 1762
From *Emile*, in which Rousseau put the idea of childhood at the center of child rearing and emphasized nature over intellect in education in ways that can challenge us today as we continue to search for humane and workable approaches.
- I Begin Life on My Own Account, and Don't Like It** 17
Charles Dickens, 1849
Chapter 11 from *The Personal History, Adventures, Experience and Observations of David Copperfield, the Younger of Blunderstone Rookery (Which He Never Meant to be Published on Any Account)*, popularly known as *David Copperfield*, vividly recounts the experience of a young person living from hand to mouth in a poor neighborhood.

The Problem of the Children; Waifs of the City's Slums 31

Jacob A. Riis, 1890

Chapter 15 and 16, respectively, from *How the Other Half Lives: Studies among the Tenements of New York* helped to alert a nation to what it was doing to a generation of its poor, immigrant children. Where do we stand now, a century later?

Socialized Education 41

Jane Addams, 1910

Chapter 18 from *Twenty Years at Hull House* describes the emergence of a new, "person-centered" philosophy of helping in which professionals serve as guides in a process of empowering disadvantaged people to pursue their own destinies. Is it still "emerging" today?

The School as a Social Settlement 55

John Dewey and Evelyn Dewey, 1915

Chapter 8 from *Schools of Tomorrow* describes a community's effort to reclaim itself by breaking down the barriers between social institutions—in this case, the schools—and the people they are supposed to serve. How can we make sure, as citizens and as helping professionals, that our child and youth care programs are appropriately responsive?

Selection from *Coming of Age in Samoa* 67

Margaret Mead, 1928

This excerpt makes the author's argument that American culture subverts the healthy development of our children and youth.

Prologue 77

Ralph Ellison, 1952

From *Invisible Man*, which is not only a powerful reflection on the African-American experience in America, but also illuminates the experience of all who feel excluded from the social and cultural mainstream of their community.

On the Office Door:

... age appears to be best in four things—old wood best to burn, old wine to drink, old friends to trust, and old authors to read.

Francis Bacon

Thanks to Jerry Stein.

Send in yours!

CHILD & YOUTH CARE forum

Volume 24, Number 2, April 1995

Editor's Note: *The special issue that follows once again illustrates the extent to which the knowledge base of our field is generic. Although the articles focus on early childhood, each has direct and clear implications for practice with older children and youth as well: common elements in effective care; critical implications of cultural differences between the United States and Denmark; and dealing with the larger questions of the meaning of life, respectively. Each can inform our practice across the age range and with a wide variety of populations. J.B.*

SPECIAL ISSUE

Scandinavian Perspectives on the Development and Care of Children

Guest Editor: Susan Kontos

INTRODUCTION

- Research from Scandinavia on the Care and
Development of Young Children** 89
Susan Kontos

ARTICLES

- Care for Children in Day Care Centers** 91
Sven Thyssen

The adult's attention to, interest, and engagement in the child's activities were found to differentiate high and low quality care and were reflected in the character of the interactions among the children.

- Education, Motivation for Learning, and Social
Competence of 6-Year-Olds in Kindergarten in
Denmark and the United States** 107
Stig Broström

This study suggests that Danish practices promote social competence but not motivation for learning, while the situation

in the United States is reversed; thus, neither approach adequately promotes comprehensive development, and a new paradigm is proposed.

Existential Questions in Early Childhood Programs in Sweden: Teachers' Conceptions and Children's Experience

125

Ingrid Pramling and Eva Johansson

Questions like what it is to be, to live and die, to grow old, and about religion, beliefs, and traditions are often difficult for adults working with children, yet Swedish early childhood guidelines emphasize their importance; this study explores and attempts to reconcile this disparity.

On the Office Door:

... by giving them several ways of thinking about life and thereby starting a process of reflection about existential questions, we can hope that one day children may be able to make their own commitments.

Ingrid Pramling and Eva Johansson
(in this issue)

Send in yours!

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Volume 24, Number 3, June 1995

EDITORIAL

- Child Care? Youth Care? Managed Care? Who Cares?** 149

ARTICLES

- If You Don't Know Where You Are, How Can You Get Where You're Going?: A Contextual Examination of Professional Development in the Early Childhood Field** 151

Deborah J. Cassidy, Rosemarie Vardell, and Martha J. Buell

Using contextual theory and Bronfenbrenner's ecological model, the authors discuss barriers to participation in professional development systems and suggest how these barriers can be addressed.

- The Importance of Caring and Attachment in Direct Practice with Adolescents** 169

Ann M. Halverson

A youth care worker sets out to interpret the work of Henry Maier and its implications for working with young people effectively and comes up with a few ideas of her own.

- Family Characteristics and Child Care Arrangements** 175

Michele A. Klysz and Barbara A. Flannery

Demographic factors are shown to be significant predictors of location of child care, child care provider, number of child care arrangements, and home care vs. nonhome care by relatives.

**An Alternative Approach to Classifying and Measuring
Residential Education and Group Care and Treatment
Programs: Internal Totality and Community
Orientation as Separate Components**

195

Yuval Dror

Two variables, internal totality and community orientation, are presented and discussed as key components of residential programs, with implications suggested for practice, policy, and further research.

MUSINGS WITH MIKE

Michael Baizerman

The Secret of Life

209

On the Office Door:

Change is gradual. It is not forced by advertisement of power or threat of consequence. The child experiences deep and lasting change with the worker who is first a guide at his side, then a distant watchful eye, and finally a meaningful memory that sometimes triggers a smile.

Ann Halverson
(in this issue)

Send in yours!

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Volume 24, Number 4, August 1995

EDITORIAL

- Articles of Faith** 213

ARTICLES

- A Research Agenda for Group Care** 215

Frank Ainsworth

Six themes are proposed and discussed: demographic data; program typology; differential placement criteria; group care as a venue for child-rearing; testing new service programs; and the education and training of group care practitioners.

- Parent-Provider Communication in Family Day Care Homes** 231

Robin L. Leavitt

Interviews and observations suggest that there is little communication between parents and providers focused on the children's experiences and development in care, although both groups express their belief in its importance.

- The Long Term Impact of a "Relationship-Centered" Child Care Program on Public School Performance** 247

Charles H. Mindel

A long-term follow-up study with a comparison group suggests that a quality early child care program can enhance subsequent academic performance, although negative experiences later can undermine this effect.

- How Do Sibling Placements Differ from Placements of Individual Children?** 261

Frits Boer, P. Michiel Westenberg, and

Marianne M. J. van Ooyen-Houben

Children placed in residential care together with siblings tend to come from more troubled families and to demonstrate fewer personal and behavioral problems than those with siblings who are placed individually.

SPECIAL REPORT

**Curriculum Content for Child and Youth Care Practice:
Recommendations of the Task Force of the North
American Consortium of Child and Youth Care
Education Programs (NACCYCEP), 1995**

269

On the Office Door:

If you torture data long enough, they will confess to anything.

Send in yours!

Rod Durkin

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Volume 24, Number 5, October 1995

EDITORIAL

- Joe Camel and His Friends** 281

ARTICLES

- Family Support Interventions for Adolescent Parents** 283

Joseph H. Stevens, Jr., Joanne R. Nurss, and

Ruth A. Hough

Social support and parenting education programs for teenage parents are reviewed and implications for child care programs are suggested.

- The Development and Evaluation of a Multisystem Social Skills Group Training Program for Aggressive Children** 297

Debra J. Pepler, Gillian King, Wendy Craig, Bill Byrd, and Linda Bream

Compared to a waiting list control group, aggressive children who received training in listening, knowing your feelings, dealing with anger, using self-control, joining in a group, following instructions, responding to teasing, keeping out of fights, and problem solving showed fewer behavior problems after the program.

- Parental Employment and Rural School-Age Child Care Needs** 315

Jeanne Thibo Karns and Georgia L. Stevens

Information on the patterns of care provided for school-age children in rural families with varying parental work arrangements are presented as the basis for the development of community-based family policy.

- Fathers of Young Children with Disabilities: How do They Want to be Involved?** 327

Azar Hadadian and John Merbler

The authors present data on how much time the fathers of disabled young children spend with them, how they see their responsibilities to their children, and what kinds of help they feel they need most.

MUSINGS WITH MIKE

Michael Baizerman

Kids, Place and Action(less)

339

On the Office Door:

The purpose of youth is to be youth.
The function of youth is to discover who one is,
to develop and nurture an identity.
The effect of youth is to reflect and change the
nature of society.

David L. Weisser

Send in yours!

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Volume 24, Number 6, December 1995

EDITORIAL

- "... nor Lose the Common Touch" 343**

ARTICLE

- "Point and Level Systems": Another Way to Fail
Children and Youth 345**

Karen VanderVen

The use of "points of levels," as has become pervasive in many programs based on behavior modification, is described, the effects are analyzed, and alternative approaches are suggested.

SYMPOSIUM

Professional Ethics in Child and Youth Care Work: An Update and Some New Perspectives

Edited by Jerome Beker

- Introduction 369**

- Ethics of Child and Youth Care Professionals:
A Code Developed by the Draft Committee for the In-
ternational Leadership Coalition for Professional
Child and Youth Care 371**

- Developing Professional Ethics for Child and Youth
Care Work: Assuming Responsibility for the Quality
of Care 379**
Martha A. Mattingly

- Self-Driven Ethical Decision-Making: A Model for Child
and Youth Care 393**
Thom Garfat and Frances Ricks

Essential Moral Sources of Ethical Standards in Child and Youth Care Work	405
<i>Douglas Magnuson</i>	

MUSINGS WITH MIKE

Michael Baizerman

A Summer Vacation?: Steps Toward the Postmodern	413
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On the Office Door:

CALL FOR PAPERS

Professional Ethics in Child and Youth Care Work

Martha Mattingly will be editing a special issue of *Child and Youth Care Forum*, to appear next year, designed to build on the symposium on professional ethics that appears in this issue. Manuscript submissions and letters from prospective authors inquiring about or proposing such manuscripts are invited and should be addressed to Martha Mattingly, Editor, *Child and Youth Care Forum* Special Issue, c/o Program in Child Development and Child Care, School of Social Work, 1717 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260, e-mail <mattgly+@pitt.edu>.

